# U.S. Department of Education 2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other [] Charter [] Title I [] Magnet [] Choice
Name of Principal: Ms. Deb Colliver
Official School Name: Midland Elementary School
School Mailing Address: 3011 Nichols Highway Galivants Ferry, SC 29544-6059
County: <u>Horry</u> State School Code Number*: <u>2601033</u>
Telephone: (843) 358-3036 Fax: (843) 358-0643
Web site/URL: <a href="http://www3.hcs.k12.sc.us/elem/me">http://www3.hcs.k12.sc.us/elem/me</a> E-mail: <a href="mailto:dcolliver@horrycountyschools.net">dcolliver@horrycountyschools.net</a>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.
Date
(Principal's Signature)
Name of Superintendent*: <u>Dr. Cindy Elsberry</u>
District Name: <u>Horry County School District</u> Tel: (843) 488-6700
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.
Date
(Superintendent's Signature)
Name of School Board President/Chairperson: Mr. Will Garland
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.
Date
(School Board President's/Chairperson's Signature)

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

 $<sup>*</sup>Private Schools: If the information \ requested \ is \ not \ applicable, \ write \ N/A \ in \ the \ space.$ 

# PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
- 2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
- 3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
- 5. The school has been in existence for five full years, that is, from at least September 2003.
- 6. The nominated school has not received the No Child Left Behind Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
- 7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

## All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

26 Elementary schools

11 Middle schools

0 Junior high schools

9 High schools
5 Other

51 TOTAL

2. District Per Pupil Expenditure: 8146

Average State Per Pupil Expenditure: 8577

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city

[ ] Suburban school with characteristics typical of an urban area

[ ] Suburban

[ ] Small city or town in a rural area

[X] Rural

- 4. <u>3</u> Number of years the principal has been in her/his position at this school.
  - \_\_\_\_ If fewer than three years, how long was the previous principal at this school?
- 5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	20	19	39	7			0
K	31	46	77	8			0
1	39	36	75	9			0
2	43	49	92	10			0
3	44	27	71	11			0
4	33	46	79	12			0
5	47	34	81	Other			0
6			0				
		ТОТА	L STUDENTS	S IN THI	E APPLYIN	G SCHOOL	514

6.	Racial/ethnic composition	of the school:	1 % American Indian	or Alasl	ka Native
			0 % Asian		
			7 % Black or African	America	an
			3 % Hispanic or Latin	0	
			0 % Native Hawaiian	or Other	r Pacific Islander
			88 % White		
			1 % Two or more race	es	
			100 % Total		
The of I cat	e final Guidance on Maintain Education published in the Cegories.  Student turnover, or mobili	ning, Collecting october 19, 200 ty rate, during	used in reporting the racial/edg, and Reporting Racial and In Tederal Register provides the past year: 18 %  The answer to (6) is the mobile	Ethnic d definition	lata to the U.S. Department ons for each of the seven
	(1)		udents who transferred <i>to</i> ter October 1 until the ar.	52	
	(2)		udents who transferred pol after October 1 until the ar.	40	
	(3)	Total of all tr rows (1) and	ansferred students [sum of (2)].	92	
	(4)	Total number	of students in the school	514	

as of October 1.

(5) Total transferred students in row (3)

divided by total students in row (4). (6) Amount in row (5) multiplied by 100. 0.179

17.899

Total number limited English proficient <u>11</u>

Number of languages represented: 2 Specify languages:

Spanish, Russian

9.	Students eligible for free/reduced-priced meals: 63 %	
	Total number students who qualify: <u>324</u>	

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10.	Students receiving special education	services:	17_	_%
	Total Number of Students Served:	89		

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	2 Orthopedic Impairment
0 Deafness	Other Health Impaired
0 Deaf-Blindness	25 Specific Learning Disability
1 Emotional Disturbance	57 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<b>Full-Time</b>	Part-Time
Administrator(s)	2	0
Classroom teachers	25	0
Special resource teachers/specialists	11	0
Paraprofessionals	7	0
Support staff	9	0
Total number	54	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	96%	96%
Daily teacher attendance	96%	96%	95%	94%	93%
Teacher turnover rate	1%	6%	10%	12%	8%

Please provide all explanations below.

Administration was not named to the school until 2005-2006. Administration cannot state reasons for 2003-2004 and 2004-2005 attendance rate for teachers being below 94%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

## PART III - SUMMARY

Midland Elementary, located in a rural Horry County community in South Carolina, was built and opened in 1956. Currently, the school serves a diverse student population of 524 spanning all levels from child development through fifth grade with more than 63% of students receiving free or reduced priced lunch. The majority of our attendance area is comprised of farm land where multiple families share the property. A large number of these families were born and raised on family-owned farms. Nearly all of our students' parents still work on these farms with a minute segment employed or at other hourly wage positions. Our school is racially diverse with about 88% Caucasian, 8% African-American, 2% Hispanic, 1% American Indian, and 1% two or more races.

Our staff has a strong belief that "Children come first." The mission of Midland Elementary is to remain a united, family-oriented school, and to assure that each student can maximize his or her potential to succeed in an ever-changing society. We feel that this mission is best accomplished by implementing a student centered, technology-driven curriculum. It is our goal and practice that our school always maintains a positive school climate that promotes feelings of happiness, belonging, and safety. Brain compatible learning and high expectations are consistent throughout every classroom and every lesson. The philosophies of "Lifeskills" and "Lifelong Guidelines" are woven throughout each classroom' daily agenda, with the ultimate purpose of promoting each child to one day become a responsible caring citizen.

Academic rigor and engagement is an unwavering expectation, and is addressed through the South Carolina Curriculum Standards and the pacing guides developed by Horry County Schools. Continuously striving for excellence, our staff has received extensive training in literacy, Reading Recovery, workstations, Everyday Math, Imagine Phonics, and Brain Compatible Learning, among others. All of these programs have readied our instructional staff to be able to address each of our students' specific academic needs.

Staff development is ongoing, and is modeled in direction relation to the concerns that any of our stakeholders have, whether they are an administrator, teacher, community leaders, parent, or student. Data is disaggregated from a variety of ongoing assessments. Some of these assessments include DRA (Development Reading Assessment), MAP (Measuring Academic Progress), benchmarks in social studies and science, and kidwatching. Conferences are held with all parents to ensure the possibility of discussing the personalized learning plan for their child, and also to promote the sharing of ideas and questions concerning the child's progress.

Students who may not be making the social, physical, or academic progress expected are referred to a Student Study Team (SST). This team is composed of an administrator, instructional coach, parents, classroom teachers, guidance counselor, special education teacher, and any others who may have a vested interest. The team develops intervention strategies that can be used by everyone at both home and school. Tutorial programs designed to help individual students are available before, during, and after school by trained personnel.

To ensure the availability of technology to all of our students, we have implemented the use of the following: two computer labs with twenty-four computers in each, 11 Smart Boards, thirteen document cameras, flip-videos digital cameras, a science lab, and four computers, a laptop and projector in each classroom that help bring technology and resources to students.

We have a very active and passionate PTO and volunteer program. The PTO, staff, and administration meet each summer to discuss ideas and make plans to increase student learning through new initiatives and ideas during the following school year. We believe that the more adults are involved in a child's life, the more likely of the child's success, and we strive to encourage this by having an open door policy for any and all parents and volunteers. At Midland Elementary, we believe that all who enter are blessed by our school, and also that all who enter are blessings for our school.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

#### 1. Assessment Results:

In the South Carolina Accountability Act of 1998 (EAA) set forth the administration of the Palmetto Achievement Challenge Test (PACT) for all students in grades three through eight. This rigorous assessment in English Language Arts (ELA) and Mathematics evaluates how well the students can demonstrate mastery of the South Carolina Curriculum Standards. PACT is a criterion-referenced test correlated to grade level standards. It includes multiple choice and constructed-response answers. There are four performance levels: Advanced, Proficient, Basic, and Below Basic. A student who scores Advanced has exceeded grade level expectations and is ready for accelerated work at the next grade level. A student who scores Proficient has met expectations for grade level and is well prepared for success at the next grade level. A score of Proficient is the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind. A student who scores Basic has passed the assessment and is minimally prepared for work at the next grade level. A student who scores Below Basic has not met the minimum grade level expectations for student performance based on the curriculum standards set by the State Board of Education. The student is not prepared for work at the next grade level and an academic assistance plan is developed to delineate the steps needed to ensure student success at the next grade level. All students at Midland Elementary, including students with disabilities and those with English as a Second Language (ESOL), participates in the PACT assessment and were tested on grade level. Further information about the state assessment can be found at the following website: https://apps.ed.sc.gov/agency/Accountability/Assessment/old/assessment/PACT/ The English Language Arts PACT assessment is divided into three parts; Reading, Writing and Research. The Reading and Research components require responses to multiple-choice questions, constructed response questions which require a brief written response, and extended response questions which require a lengthy written response from students. The writing test is administered on a separate day and students respond to a writing prompt on a specific grade level topic. The writing prompt is graded on a rubric designed per grade level. The Mathematics assessment organizes items under the five strands of: number and operations, algebra, geometry, measurement, and data analysis and probability. There are two types of test items: multiple choice and constructed response.

Students with disabilities also participate in the PACT assessment. The student's Individual Education Program (IEP) committee may determine that the child may need accommodations or modifications to be successful on the assessment. Small group settings, oral administration, and the use of technology for extended responses are options to be considered.

An analysis of test scores for Midland Elementary from 2004 to 2008 on the Palmetto Achievement Challenge Test reveals that scores in both ELA and Mathematics at each grade level have exceeded the state scores for the past five years. This is true for the 13 subgroups represented and resulted in Midland meeting all 13 objectives to gain the award of Adequate Yearly Progress for the past five years. Additionally, Midland Elementary has been recognized by the Education Oversight Committee for making significant gains and closing the gap through exemplary PACT performance for the years 2003, 2004, 2005, 2006, 2007 and 2008 in the free-reduced subgroup. Also, it should be noted that the Princeton Review (2001) ranked the South Carolina assessment system as the 8th best of the 50 states. These recognitions and test results show high expectations and the dedication of the staff in ensuring that all students make academic progress.

#### 2. Using Assessment Results:

Assessment at Midland Elementary is a continuous process both formally and informally to insure high expectations by all stakeholders. Initially, assessment begins in the summer. Prior to the beginning of the year, professional staff development days are used to disaggregate the PACT results. This helps us in looking at strengths and weaknesses in instruction per grade level and individual student performance and interventions

that can be put in place for the upcoming year. Other professional development days and the use of staff development funds are driven by this data, along with other assessments that are given throughout the year.

Teachers in each grade level share common planning times three times a week. One day per week is devoted to collaborative time with the instructional coach and administration to look at data and what is the most effective instruction. Also, summer professional readings on the most effective practices are shared through meetings. Professional collaboration and conversation is ongoing in these meetings. Additionally, one Monday per month is devoted to professional development for the entire staff. We call it: "Frame it, claim it. This is where best practices are captured and highlighted by the instructional coach and meaningful and insightful dialogue center around this. The entire staff believes that all members have a role to play in the success of each student.

Assessment data is also used to identify those students who are in need of interventions to be successful. Based on PACT assessment, current year DRA's and benchmark tests, and not meeting grade level expectations, students are identified and given intensive small group instruction either with the reading recovery teacher, staff member, or a parent volunteer to provide additional assistance. Analysis of assessment data is an ongoing process that not only drives our instruction but also professional development with the end result going back to our belief of: "Children First."

## 3. Communicating Assessment Results:

Midland Elementary prides ourselves and is deeply rooted in communicating to all stakeholders. At the beginning of each year, every parent receives a District handbook that contains the South Carolina Curriculum Standards and the District's performance goals during registration. Our annual school report card, as well as the previous years are posted on our school and district web-site. The report card also contains demographic data, subgroup performance on the state assessment, information about student's demographics and staff credentials, as well as survey results from students, parents, and staff providing feedback on the school's learning environment, social and physical environment, and home-school relations. In the past five years Midland Elementary has met 13 out of 13 objectives for Adequate Yearly Progress. Information from the school report card is also printed in the local newspaper and the school's weekly newsletter. Additionally, in the fall of each year, parent-teacher conferences take place to share assessment results and PLP's (personalize learning plans) for each child. During this conference parents receive their own copy of a report with their child's state assessment results. Whatever it takes is done to reach our goal of conferencing with 100% of our parents. Assessment results are reported quarterly on school progress reports. Parents also receive weekly newsletters from teachers on classroom assessments, leaning goals, and activities within the classroom. Interim reports are sent home to parents of all students. State assessment results are reported by administration at the first PTO meeting, the Advisory Board meeting, and during Student Improvement Council meetings. Open house and grade level standards night meetings are held at the beginning of the year to provide them with information on the school's past performance and expectations for their child's performance. Administration has an open door belief with all stakeholders to insure that communication is clearly communicated to all facets of our population. The staff has a sense of proud and commitment to the serving of all children.

#### 4. Sharing Success:

The staff at Midland elementary feels that collaboration is vital to the success of any school. Our school has been host to workshops and demonstration lessons for teachers across the District to attend. My colleagues have sent teachers to observe and collaborate with our staff on best practices, including the environment. Participants are provided an "open door" tour of the school and its instructional programs. Most recently, the National Blue Ribbon Lighthouse Conference was held in Myrtle Beach. Our school was selected and hosted educators from all across the country to again look at best practices and environment. Staff members have presented literacy focus lessons and math workshops at the District. Eleven of our teachers have gained

National Professional Teacher Certification, and serve as teacher consultants for other teachers in the District who are seeking certification. Midland Elementary has won the Palmetto Gold/Silver award for the past three years for outstanding student achievement from the State Department of Education. As a result of these recognitions, the school is frequently contacted to provide tours of the facility for educators across the state and nation. The school has been showcased on the state web-site for academic achievement. Several teachers serve as mentors and have undergone many rigorous hours of state-mandated professional development to receive certification and therefore the school is continuously sought to provide mentorships to intern and novice teachers.

In the event Midland Elementary is awarded Blue Ribbon status, we will continue to model excellence and equity through research based effective criteria in order to maintain recurrent entities who share our values and beliefs of educational, social, and personal excellence for all students. If acknowledged with Blue Ribbon status we will use the honor as a catalyst to improve ourselves with the highest possible goals, while being a stimulus for other schools who desire to strive for the goal of being nationally recognized while remaining true to the shared values of all schools-to educate the nation's children and lead them towards personal excellence.

## PART V - CURRICULUM AND INSTRUCTION

#### 1. Curriculum:

No Child Left Behind and the SCEA Act of 1998 provide us the foundation for our comprehensive educational program that includes national, state, and district standards. The staff at Midland Elementary is committed to and uses these curriculum standards, along with MAP (Measuring Academic Progress-DesCarte), as they collaborate and plan to meet the needs of every child to insure that we are increasing the level of learning and providing developmentally appropriate instruction and activities while maximizing their potential. The core curriculum includes language arts, mathematics, science, social studies, and the arts, including technology.

Our Language Arts curriculum is a focused literacy model that relies on the five-block model based upon the work of Cunningham, Fountas, and Pinnell. We are also integrating workstations based upon Debbie Diller's work. Our district goal, one that Midland strongly believes in, is that we have the expectation that every child will be a proficient reader by the end of second grade. The model meets the needs of all children as each child is able to work on his/her own lexile level. The flexible grouping is based upon assessment data, student's needs, writing, critical thinking, word work, and fluency, along with phonemic awareness. The state writing rubric helps all stakeholders to know and meet the expectations through revisions, editing, and individual conferencing. A quarterly writing prompt is given to grades 2-5 to follow the progress and needs of each child.

The mathematics program is also built upon the state and national standards and delivered through the Everyday Mathematics program, which is a K-5 curriculum that coincides with our numeracy model. Along with this, we plan through the DesCarte (MAP) with the different mathematical strands that include numbers and operations, geometry, measurement, algebra, and problem-solving. Daily teachers utilize quick warm-up problems, problem-solving and explorations.

Our science curriculum, as laid out in the state standards, heavily involves "hands on" experiences. The district provides STC kits that allow students to experience the scientific method, higher order thinking skills, and the scientific process skills, which include: observing, classifying, communicating, predicting, and inferring. Along with the science kits and our science lab, students visit the local children's museum, planetarium, aquarium, weather station, and other local establishments for the "being there" experience.

Our curriculum is organized into the concepts of citizenship, history, economics, and geography from the SC standards. As with science, our social studies curriculum involves many "being there" experiences. Study trips include areas such as Charleston for the reacting of the Civil War, Columbia, our state capital, for government, and even "Simple Farms" for a look back in time, along with guest speakers and leveled text.

Our variety of fine arts program is grounded in the SC Framework for the Arts and the state standards. Our art, music, PE, and technology teachers share a common planning. They collaborate with other homeroom teachers to integrate the content into the arts. Our fourth graders held two performances of "Schoolhouse Rock." Other integration examples include: content songs, biomes, movement activities, and even Power Point presentations. We have two technology labs that house twenty six computers. Productive citizenship and growth are promoted and enhanced through the arts by offering different approaches to appeal to each of eight multiple intelligences. Our hope is that through this integrated curriculum that is rigorous and engaging, all students will leave Midland as productive, proud citizens and remain always a life-long learner.

#### 2a. (Elementary Schools) Reading:

Our engaging and rigorous reading program is grounded on the works of Cunningham, Fountas and Pinnell, and Debbie Diller. Our CD through fifth grade classes have grade level standards and expectations and are

organized under five areas of study: reading/literature, listening, speaking, writing, and research. The language arts offer students a structured, flexible grouping; developmentally appropriate activities in both reading and writing are held in a very word-rich environment. Our balanced reading program includes time for independent reading on the student's appropriate lexile level, content based non-fiction text, technology research, daily writing, guided reading, and conferencing time with the teacher. Resources such as books, scholastic news, non-fiction leveled text, whiteboards, content vocabulary, and newspapers are found in all upper grade classrooms. Word study in the primary grades focuses on letter recognition, spelling patterns, and phonemic awareness, while the elementary grades focus on content vocabulary and Latin stems. Guided reading groups take place daily with the firm belief that shifts in reading come through guided reading instruction. Students are expected to read nightly and have reading logs, through which parent's communicate to the teacher on a weekly basis of reading progress. Teachers assess progress daily through kid-watching, three times a year with the Developmental Reading Assessment, and also through MAP testing. Guided reading and phonetic instruction is also integrated into other curriculum areas to establish the link for children of the importance of being a highly literate individual.

Our school has several intervention programs in place to assist students with reading needs and goals. We have a full-time Reading Recovery teacher that serves at least eight first grade students a year, along with numerous small groups. We have an interventionist that works through the SST (Student Study Team) to serve students that are not within the expected percentile. We have "homework helper" sessions each morning before school to safety net those students that do not have the needed support at home. On a daily basis, two of our staff members assist and monitor the progress of the completion of all homework. Also, our lab is opened before school so that students can continue with the technology reading programs that include Read Naturally, HeadSprouts, and StarFall. One of our school mantras is showcased in a mural in the media center: "Readers today, Leaders tomorrow."

## 3. Additional Curriculum Area:

Our mathematics curriculum is rooted in the South Carolina Curriculum Standards and is delivered through a program called Everyday Mathematics, a K-5 program developed by the University of Chicago. The District adopted the program seven years ago The curriculum is a spiral-based curriculum that introduces children to all major mathematical content – number sense, algebra, measurement and geometry, statistics, data analysis, and probability - beginning in kindergarten. It allows children to move beyond basic arithmetic and to nurture higher-order and critical thinking skills, by using everyday, real world problems and situations. Students receive a quick daily checkup of skills followed by direct instruction, guided and independent practice and exploration. Teachers use manipulatives to enforce basic mathematical principles: Protractors, calculators, compasses, rulers and math kits are routinely seen in classrooms. "Home links" are vital in communicating to parents the expectations for skills to be mastered in the units, as well as family activities to support the concepts that are being learned are sent home weekly. A student reference book is used to explain mathematical terms and sample problems to assist at home. Student work and the skills are built from grade to grade. Students spend a minimum of 60 minutes per day in the Everyday Mathematics instruction, along with nightly homework. Additional instruction is given daily to every child for a 45 minute period based upon each child's MAP (Measuring Academic Progress) score. Students rotate to different classroom grade level teachers: including gifted and talented and resource, and participate in mathematical stations to further explore mathematics concepts on their level matched with others. Students receive intensive interventions on skill areas not mastered. In addition, on-line pre-algebra is offered for eleven of our high achieving fifth graders. Our mission is that our students will develop necessary mathematical skills and knowledge to be successful in school and as they become productive citizens.

## 4. Instructional Methods:

The Midland Elementary staff is a professional learning community that prides itself on putting children first. Our staff attends school, district, state, and national level conferences that promote the acceleration of student

learning. Teachers bring the latest research back to the school to share it with other staff members and then to put the best practices into action. The classroom environment is set up to promote collaboration and provide a print rich environment throughout the room. Agendas, procedures, the absence of threat, and, most importantly, mutual respect are all established starting with the first bell of the year. Before and during the school year, the staff analyzes the latest testing student data available to look at differentiating instruction. Differentiated groups are established in grades 3-5 based upon MAP data in Reading and Math. The grouping takes place 50 minutes a day per subject with the concentration being on the different strands in DesCarte (MAP) that will accelerate the learning of every child. During this time our two resource teachers either pullout out or go into the classroom to remediate the needs of students. Out GT teacher also provides instruction during this time to identified students and high flyers. We provide before school tutoring and during the day tutoring with paraprofessionals who work closely with the teacher. Our Student Study Team (SST) is chaired by our assistant principal and meets regularly to address concerns about individual students who are not currently meeting the standards, and then consider other learning strategies to reach the students. Our instructional coach works collaboratively with the teachers on the standards, pacing and acceleration. The coach provides feedback and models lessons for teachers to observe. We also pride ourselves on the parent support within our school. We believe the more hands involved in helping our children, the more likely it is that they will become successful, productive lifelong learners.

## 5. **Professional Development:**

"Children Come First" is the belief and motto of all of our stakeholders. Ongoing professional development at Midland Elementary is aligned with the goals of the district, which are mirrored in our school. We begin the year with professional days to analyze data, look at the latest research, and collaborate over the best practices. During the summer, we had nine professionals attend Demonstration Week. The week was spent observing actual teachers modeling the best practices and the acceleration of student learning. Technology staff development is on the forefront as one of the most important tools that our teachers can integrate into all content areas. We currently have 11 SmartBoards within our classrooms. Every teacher, with the exception of our physical education teacher, has been through the laptop initiative. Through this program, each teacher received a laptop, LCD projector, and an Interwrite pad. There are also thirteen document cameras and three flip video cameras available for our staff to use. Collaboration is the key to our professional development, and is achieved through common planning. During common planning, substitutes are provided for two hour blocks for the instructional coach to collaborate with teachers. Our Reading Recovery teacher has modeled and conducted workshops for our primary teachers to share reading strategies. The district learning specialist does random walk-throughs to assess different areas of staff development needs. Staff development takes place both in school and at larger conferences. In addition to this, we have teachers enrolled in graduate classes at Coastal Carolina, the local University. We currently have eight teachers who are Nationally Board Certified, along with 63.3% of our teachers holding advanced degrees. As a staff, we have had considerably professional dialogue and growth after reading the following books: Reading Essentials, What Great Teachers Do Differently, Differentiating Instruction with Workstations, and Fluency. Ongoing professional development allows teachers to grow and personalize instruction through staying abreast to the best practices. To live our belief of putting children first, we know as educators that we must never stop growing, and that improved student achievement is the greatest reward of all.

#### 6. School Leadership:

The leadership at Midland Elementary is one of shared ownership that is built around strong relationships between all stakeholders. We have a leadership team that consists of five team members representing the different grade levels and departments. We meet as a team to analyze data to determine the needs that professional development must meet. The leadership team has open communication to make the right choices for the improvement of student learning. Administration meets with the grade chairperson regularly to communicate initiatives, procedural information, and student data. The administration communicates clearly through meetings, emails, one-on-one conferences, and seeks an agreement from all personnel about

absolutes, policies, and programs that are implemented. The underlying idea is that we are all professionals, and will act as such. The line of communication is always open to initiatives and concerns about anything relating to students and how to best serve their needs. The administration meets regularly with the Student Improvement Team, the Advisory Board, and the PTO. All parents know that the administration has an open door policy to promote clear communication regarding both praise and concerns. The administration is committed to knowing each and every child's name, along with their academic strengths and weaknesses. Through this dedication and familiarity, our school becomes more attuned to the needs of every child, and is better equipped to provide what the student deserves. Administration spends the majority of the school day within the classrooms, cafeteria, and the playgrounds to observe, evaluate, and reflect on programs, resources, and personnel that are in place. The administration believes that everyone is and desires to be valuable; as such, being sure to act as a cheerleader to both adults and students is considered to be of the utmost importance.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 1999-2008 Publisher: SC Dept. of Education

		2006-2007			
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	75	70	56	40	61
Advanced	63	32	25	5	16
Number of students tested	60	69	63	60	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Econom	ic Disadvantag	ged Students	3		
Proficient and Advanced	67	58	46	38	53
Advanced	52	13	15	5	21
Number of students tested	33	38	33	40	19
2. Racial/Ethnic Group (specify subgroup)	: White				
Proficient and Advanced	78	74	57	44	65
Advanced	69	34	29	6	18
Number of students tested	54	61	56	54	40
3. (specify subgroup): African Americans					
Proficient and Advanced					
Advanced					
Number of students tested					
				1	
4. (specify subgroup): Disabled					
Proficient and Advanced					
Advanced					
Number of students tested					
NT 4					L

Notes:

GRADE 3, 4, and 5

Test: Palmetto Achievement Challenge Test - English Language Arts and Math

Edition/Publication Year 1999-2008 Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

No groups were exempted from the state testing and no alternate test was given.

## PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

#### **ADVANCED**

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

#### **PROFICIENT**

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

## BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

#### **BELOW BASIC**

Subject: Reading Grade: 3 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 1999-2008 Publisher: SC Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	90	82	67	92	93
Advanced	40	19	21	9	33
Number of students tested	58	73	74	60	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Econom	ic Disadvantag	ged Students	s		
Proficient and Advanced	84	74	61	87	88
Advanced	22	8	9	8	37
Number of students tested	32	38	33	39	19
2. Racial/Ethnic Group (specify subgroup)	: White				
Proficient and Advanced	88	85	69	96	92
Advanced	44	21	21	9	32
Number of students tested	52	61	56	53	38
3. (specify subgroup): African American					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Disabled					
Proficient and Advanced					
Advanced					

Notes:

GRADE 3, 4, and 5

Test: Palmetto Achievement Challenge Test – English Language Arts and Math

Edition/Publication Year 1999-2008 Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

No groups were exempted from the state testing and no alternate test was given.

#### PERFORMANCE LEVELS

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## **BASIC**

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

#### **BELOW BASIC**

Subject: Mathematics Grade: 4 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 1999-2008 Publisher: SC Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	56	66	61	61	54
Advanced	34	38	23	30	23
Number of students tested	75	64	62	61	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Econom	ic Disadvantag	ged Students	5		
Proficient and Advanced	50	58	61	56	49
Advanced	28	32	23	22	21
		2.4	2.4	26	22
Number of students tested	40	34	34	36	33
Number of students tested	40	34	34	36	33
Number of students tested  2. Racial/Ethnic Group (specify subgroup)		34	34	36	33
		63	67	63	61
2. Racial/Ethnic Group (specify subgroup)	: White				
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced	: White	63	67	63	61
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested 3. (specify subgroup): African American Proficient and Advanced	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American Proficient and Advanced Advanced Number of students tested	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American Proficient and Advanced Advanced Number of students tested  4. (specify subgroup): Disabled	: White 58 36	63 35	67 26	63 30	61 26
2. Racial/Ethnic Group (specify subgroup): Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American Proficient and Advanced Advanced	: White 58 36	63 35	67 26	63 30	61 26

Notes:

GRADE 3, 4, and 5

Test: Palmetto Achievement Challenge Test – English Language Arts and Math

Edition/Publication Year 1999-2008 Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

No groups were exempted from the state testing and no alternate test was given.

## PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

#### **ADVANCED**

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

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## **BASIC**

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

#### **BELOW BASIC**

Subject: Reading Grade: 4 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 1999-2008 Publisher: SC Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	64	64	54	48	44
Advanced	6	8	3	2	2
Number of students tested	73	64	61	59	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Econom	ic Disadvantag	ed Students	S		
See notes	61	53	49	46	40
See notes	3	0	3	3	3
Number of students tested	38	34	33	35	33
2. Racial/Ethnic Group (specify subgroup):	: White				
Proficient and Advanced	69	61	60	48	67
Advanced	6	8	4	0	3
Number of students tested	65	60	53	54	38
3. (specify subgroup): African Americans					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Disabled					
Proficient and Advanced					
Advanced					
Advanced					

Notes:

GRADE 3, 4, and 5

Test: Palmetto Achievement Challenge Test – English Language Arts and Math

Edition/Publication Year 1999-2008 Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

No groups were exempted from the state testing and no alternate test was given.

## PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

#### **ADVANCED**

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## **BASIC**

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

#### **BELOW BASIC**

Subject: Mathematics Grade: 5 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 1999-2008 Publisher: SC Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	64	67	56	49	47
Advanced	30	38	32	21	18
Number of students tested	70	69	65	47	57
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Econom	ic Disadvantag	ged Students	5		
Proficient and Advanced	57	53	54	47	44
Advanced	24	22	26	24	15
Number of students tested	33	36	39	38	34
Number of students tested	33	50	37	30	31
Number of students tested	33	30	37	30	34
2. Racial/Ethnic Group (specify subgroup)		30	37	30	31
		72	58	50	51
2. Racial/Ethnic Group (specify subgroup)	: White				-
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced	: White	72	58	50	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested 3. (specify subgroup): African American Proficient and Advanced	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American Proficient and Advanced Advanced Number of students tested	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American Proficient and Advanced Advanced Number of students tested  4. (specify subgroup): Disabled	: White 62 30	72 40	58 32	50 21	51
2. Racial/Ethnic Group (specify subgroup) Proficient and Advanced Advanced Number of students tested  3. (specify subgroup): African American Proficient and Advanced Advanced	: White 62 30	72 40	58 32	50 21	51

Notes:

GRADE 3, 4, and 5

Test: Palmetto Achievement Challenge Test – English Language Arts and Math

Edition/Publication Year 1999-2008 Publisher: South Carolina Department of Education

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#### **BELOW BASIC**

Subject: Reading Grade: 5 Test: Palmetto Achievement Challenge Test

Edition/Publication Year: 1999-2008 Publisher: SC Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					1
Proficient and Advanced	52	63	46	37	37
Advanced	6	0	5	4	0
Number of students tested	69	68	65	46	51
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
	'				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Econom	ic Disadvantag	ged Students	s		
Proficient and Advanced	38	46	53	35	29
Advanced	3	0	8	3	0
Number of students tested	32	35	39	37	28
2. Racial/Ethnic Group (specify subgroup)	: White				
Proficient and Advanced	49	68	48	39	39
Advanced	6	0	3	2	0
Number of students tested	65	59	59	41	44
3. (specify subgroup): African American					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Disabled					
Proficient and Advanced					
Advanced					

Notes:

GRADE 3, 4, and 5

Test: Palmetto Achievement Challenge Test – English Language Arts and Math

Edition/Publication Year 1999-2008 Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

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